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Ontario

Education

Report of the Minister of Education
1961-62

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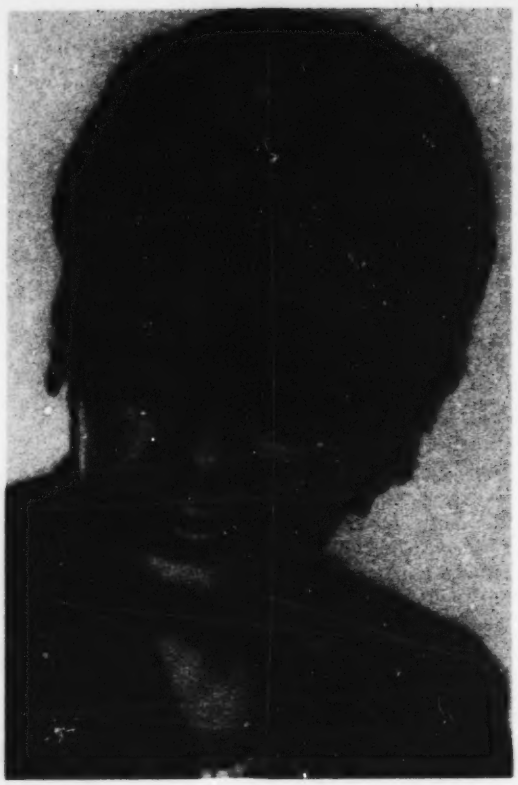
1981-82



The Honourable John B. Aird, O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1981, and ending March 31, 1982.

It is the goal of the Ministry of Education to provide equal educational opportunities for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry involves itself in every aspect of elementary and secondary education. The ministry works in close co-operation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics Ontario, 1981*.

Respectfully submitted,

Bette Stephenson, M.D.
Minister of Education

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Introduction

During the year the ministry undertook many initiatives that will significantly improve the education of our children. The ministry strongly believes that career guidance is essential for today's students. To improve this aspect of education, the ministry extended its Student Guidance Information Service to all Grade 7 and 8 students in Ontario. The computer-based guidance service, which has served Ontario's secondary school students for the past decade, will enable Grade 7 and 8 students to consider career opportunities at an earlier age.

The Secondary Education Review Project completed its work during the year and submitted its report in November. The report contained ninety-eight recommendations. One of the major changes suggested was the reorganization of the school program to cover a period of twelve years rather than thirteen. The report's recommendations are under study by ministry staff.

A committee to review the role of the school trustee, composed of school trustees, parents, and ministry officials, also concluded its work during the year. Included in the many recommendations submitted was one that would allow school trustees to set their own salaries. This report is also under study by ministry staff.

During the year the ministry also introduced the first credit courses in Native studies. The courses, for Grade 11, 12, and 13 students, will be developed from the new Senior Division guideline *People of Native Ancestry*, which was released in December. This is the third document in this subject area that has been produced by the ministry; Native studies documents for the Junior and Intermediate Divisions were produced several years ago.

In the fall I had the pleasure of meeting with school board chairpersons and their directors of education to discuss the government's special education legislation. During the two-day meeting ministry staff outlined the implementation program for the legislation, which requires that all school boards provide special education programs and services for all their exceptional pupils, including the intellectually gifted, by September 1985.

These are but a few of the significant achievements of the past year. Further details of these and other activities undertaken by the ministry during the 1981-82 fiscal year are outlined in the body of this report.

Curriculum

Programs
Under the curriculum development program of the Elementary Education Branch twenty-nine publications were produced during the 1981-82 fiscal year. The general focus of eight new English-language documents was on practical suggestions for teachers in the development of local curriculum. *Spelling: A Communication Skill* and *Focus on Writing* are two such examples of support documents designed to assist teachers in the Primary and Junior Divisions with important aspects of language arts programs.

A unique publication entitled *Days to Celebrate* was in the final printing stages. This document provides background information and a wide variety of suggestions to enable teachers to develop student appreciation and understanding of several major holidays and special days such as Commonwealth Day and Sir John A. Macdonald's birthday.

The twenty-one French-language documents include the curriculum guidelines *Mathématiques* and *Sciences* for the Intermediate Division and a wide range of support materials for *Histoire*. *La communauté francophone de l'Ontario* is an original French-language publication for use in Primary and Junior classes of French-language schools. The purpose of this document is to assist teachers in developing awareness and pride in the French heritage in Ontario in their students.

Native Education
Native education is one of the program responsibilities of the Elementary Education Branch. On December 1, 1981, a new curriculum guideline, *People of Native Ancestry, Senior Division, 1981*, was released by the Deputy Minister of Education at an official ceremony in Thunder Bay. As a policy guideline for the development of credit courses in Native studies, this guideline is the first of its kind. It is the most recent addition of curricular materials in the People of Native Ancestry series. The utilization of these materials and the supplementary kit "Touch a Child" continued this year.

The Native Teacher Education Program was again offered at the Faculty of Education, Lakehead University, Thunder Bay. The two-year program is designed to certify Native people as teachers and increase the number of qualified Native teachers. Successful candidates receive an Ontario Teacher's Certificate (Primary-Junior specialization). Forty-five Native people have successfully completed the program since it began in September 1979.

A three-part, five-week Native Counsellor's Training Program, co-sponsored by the Ministry of Education and the federal Department of Indian and Northern Affairs, was offered at Laurentian University during the summer of 1981. This program is designed to provide an avenue for Native counsellors to develop essential skills, knowledge, and experience that relate directly to the practice of counselling Native students in elementary and secondary schools. After five summer sessions forty-five Native persons have received the Native Counsellor's Certificate.

French as a Second Language
Since the introduction in 1977 of a new program for Ontario students – *Teaching and Learning French as a Second Language* – increases have been noted in the percentage enrolment in elementary schools in immersion and extended programs.

The most significant increase is in the percentage of students selecting extended programs, which rose from 5.1 per cent of the elementary FSL population in 1977 to 13.8 per cent in 1980. Secondary schools are now providing follow-up courses for the "graduates" of such programs in elementary schools.

A Review and Evaluation Bulletin, *French as a Second Language Programs in Ontario* (vol. 3, no. 1, 1982), provides an overview of FSL programs in Ontario schools and indicates the progress that has been made in helping students achieve a meaningful grasp of the language and an understanding of the culture and heritage behind it. A second purpose of the report is to review the directions taken by the Ministry of Education with respect to its program policies, curriculum and support materials, financial incentives and grants offered to school boards, and financial assistance both to teachers for professional development and to students for exchange and travel. The third purpose of the FSL bulletin is to summarize the response by Ontario school boards to the various ministry incentives initiated since 1977, the degree to which students from Junior Kindergarten to Grade 13 have participated in FSL programs, and the hours of instruction they have accumulated in core, extended, and immersion programs.

Drug Education
In September 1981 the Ministry of Education sponsored a one-day forum on drug education. The forum was held for the purpose of sharing information about drug use, misuse, and abuse by the school-age population in Ontario and to encourage activity in the area of drug education. Representatives of parent, teacher, trustee, and supervisory-official associations, other ministries of government, and agencies involved in drug education attended. Printed proceedings of the forum were later distributed to all participants.

Multiculturalism
During the year a fact sheet, *Ontario's Heritage Languages Program*, was produced and distributed by the Elementary Education Branch. The brochure, which is made widely available to the public, discusses the purposes and nature of the program and the languages being taught to date and provides a

three-year statistical chart of languages, classes, pupils, and school boards by ministry region in Ontario. The Elementary Education Branch continued to provide liaison service to the Multicultural/ Multiracial Leadership Program for students in 1981.

Senior and Continuing Education
Five curriculum documents were produced by the Senior and Continuing Education Branch. Three of the publications are in English, and two in French. One of the publications is a curriculum guideline and four are support documents.

The English-language publications are *Supplement to "Physical and Health Education, Senior Division, 1975"*; *Work and Employability Skills Program;* and *After 8?, 1982.*

The French-language publications are *Programme-cadre des cycles intermédiaire et supérieur, Compatabilité, 1978*, and *Après la 8e, 1982.*

Circular H.S.1, 1979-81: Secondary School Diploma Requirements
The circular has been extended to June 1983. Work has now begun on the document that will replace the present *Circular H.S.1.*

The report of the Secondary Education Review Project was completed in October 1982 and transmitted to the Minister of Education. This report contained recommendations dealing with diploma requirements and curriculum guidelines, as well as other aspects of secondary education.

Co-operative Education
The co-operative education program is an instructional program that integrates classroom theory with on-the-job experiences. Secondary school credits are awarded for extended out-of-school work experiences. Courses involving co-operative education can provide modes of learning that employ and explore a variety of methods that take full advantage of educational resources in the community. This program offers students an opportunity to develop a range of employment skills needed in social service activities, in business, and in industry. The proposed learning must be outlined and approved by both the teacher and the work supervisor. The resources must be identified, and all the evaluative criteria co-operatively determined in advance and subsequently monitored. The co-operative education program has received the enthusiastic support of pupils, parents, employers, and educators. Approximately 10 000 pupils were involved in the program during the 1981-82 school year.

Continuing Education
Following the publication of *Continuing Education: The Third System*, a policy discussion paper, interested educators, the general public, and educational institutions submitted briefs and responses. These responses were summarized and analysed by an internal task force and are currently under study within the Ministry of Education and the Ministry of Colleges and Universities.

Monitor Program for Francophones in Minority Areas
This federal-provincial program is designed to provide an opportunity for Francophone students from minority areas to perfect their mother tongue and to improve their knowledge of their culture through contact with post-secondary students. Eighteen students at eight Ontario universities are being paid $3000 to act as monitors in the schools of twelve Ontario boards. The program is funded by the Department of the Secretary of State and is administered by the provinces in conjunction with the Council of Ministers of Education, Canada.

Guidance Publications, Services, and Programs
The ministry is committed to improving the availability and effectiveness of guidance services and programs to students. To this end, the Work and Employability Skills Program, after being piloted and rewritten, will be available to the schools in March 1982. This twenty-six-lesson program is designed to assist students in planning a career, in making career decisions, and in conducting effective job searches. The regional offices will be providing assistance in the implementation of this document.

The 1982 edition of *After 8?* was revised and distributed to the schools for use by Grade 8 students and their parents.

A provincial review of guidance in the Senior Division was carried out in 1980-81; the report and its recommendations will be available soon.

The Student Guidance Information Service is involved in a major revision of its occupational data. The number of occupations listed is being reduced, and the remaining 1000 occupational descriptions are being rewritten. New information is being added to the general data file, for example, occupational categories in which there is a critical shortage of trained workers.

A survey of SGIS user requirements has been developed in co-operation with OSCA (Ontario School Counsellors' Association). The results of this survey will be used in helping to determine the future direction of SGIS.

Consideration is being given to possible ways through which *Choices*, an excellent computerized, interactive, career-assistance guidance program developed by the Canada Employment and Immigration Commission, may be used in conjunction with SGIS.

The Linkage Project

This project facilitates in-school training for secondary school students in a number of specified occupations. Students may complete the basic in-school course of the apprenticeship program in one of eight trades, or up to five modules of the program for major-appliance service technicians. Linkage graduates who continue their training in industry take their remaining in-school courses for the particular trade at colleges of applied arts and technology.

French translations of the training profiles for all occupations in the Linkage Program have now been produced. These include the trades of motor vehicle mechanic, general machinist, cook, baker, hairstylist, industrial millwright, construction millwright, retail meat cutter, and major-appliance service technician. Materials for a Linkage Program in auto body repairer are being prepared.

Students in over 300 secondary schools now participate in the Linkage Program.

Special Education

The Education Amendment Act, 1980, commonly referred to as Bill 82, is now incorporated into the Education Act. Under the provisions of the Education Amendment Act, 1980, the Minister of Education was granted the power to make regulations with respect to the administration of special education programs and services.

Regulation 274 and Ontario Regulation 554/81 have been filed. Regulation 274 outlines the provisions with respect to the board planning process and the phase-in of programs to ensure complete implementation before September 1, 1985. Ontario Regulation 554/81 outlines the requirements for the establishment of identification, placement, and review committees and for appeals at the school board level. In-service sessions have been held across the province to promote consistency in the interpretation of these regulations.

Special Education Handbook, 1981, an information manual in both English and French, was presented at a provincial conference held on October 1 and 2, 1981, in Toronto. This conference was convened to assist school boards in special education planning. Special education instructional materials and resources manuals have been prepared to assist teachers in working with exceptional pupils. In addition, the Special Education and Grants Policy branches have developed a new funding design for special education programs and services to ensure that the most efficient and equitable mechanism for financing boards' services is in place.

One and All, a series of audio-visual programs on Bill 82 produced by TVOntario in consultation with the Ministry of Education and the Ontario Teachers' Federation, was aired on TVOntario. This series was designed to help and inform both teachers and the general public and was well received by both groups. A resource guide for the series is now available from TVOntario.

Teacher education in special education continues to receive a great deal of attention. Following the review of Special Education Additional Qualifications programs in 1980, revisions were made to the course guidelines. These are now being validated.

New curriculum support documents for the Primary, Junior, Intermediate, and Senior Divisions are being developed in both English and French for the intellectually gifted and the exceptional pupil in the secondary school. *Music Is Special, Children Are Special* and the French version of *Children With Learning Difficulties* were distributed. *Education for Pupils Who Are Hospitalized or at Home* is being validated.

Although the *Secondary Education Review Project (SERP) Discussion Paper* did not directly address the needs of exceptional pupils because the implications of the Education Amendment Act, 1980 (Bill 82) were not known at the time the paper was being developed, liaison and input from the Special Education Branch resulted in a greater focus being placed on the needs of these students in the final report. Since that time there has been branch representation on the ministry teams responsible for analysing the SERP recommendations for further follow-up activities. Liaison with the committees responsible for policy and program development will continue to ensure that the needs of exceptional pupils are being met.

Special education personnel will be involved in steering and planning committees for all new curriculum guidelines and documents so that teaching suggestions to assist students with special educational needs may be incorporated. This will assist regular and special education teachers with program development and evaluation so that a more individualized approach may be used for students with a variety of exceptionalities.

A conference on learning disabilities organized by the Ontario Association for Children With Learning Disabilities in co-operation with the Ministry of Education, the Ministry of Community and Social Services, and OISE will be held in April 1982 for parents, teachers, allied professionals, and trustees. A conference for the physically handicapped, sponsored by the Easter Seal Society of Ontario and the Ministry of Education, will be held in October 1982 for parents, teachers, and administrators.

During the year 1980-81 a pilot project was conducted by the ministry in school board planning for the development of the comprehensive special education programs and services required to comply with the new legislation in special education. Involved in the pilot project were a provincial initiating team, regional office special education teams, and twenty-one pilot boards. The purpose of the pilot project was threefold:

– to field-test a planning approach for provincial use;

– to evaluate and refine a planning guide for the use of school boards;

– to prepare a regional special education team in each regional office to lead and co-ordinate the process of school board planning and implementation.

The pilot project was very useful in providing actual, practical experience in improving the planning and implementation approach before all school boards in the province become involved. The planning guide was revised and rewritten; the planning strategies were refined; the special education funding mechanism was improved; and the regional office teams were suitably prepared to assume their special role.

The pilot project served an important function in beginning the implementation of new legislation. Aided by its experience with the pilot project boards, the ministry shaped its implementation approach for 1981-82 and presented the planning procedures and strategies to representatives of all school boards in Ontario at the provincial conference on special education. Lessons learned from the pilot project are being used in 1981-82 to assist school boards in their task of developing an official plan for the development of special education programs and services.

Franco-Ontarian Education

The government of Ontario recognizes the principle that both English-speaking and French-speaking students have the right to receive their education in their mother tongue. Consequently, the Ministry of Education endeavours to ensure, whenever it is feasible, that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

The existing legislation permits a school board to establish classes or schools for the provision of French-language education. It requires a board to provide French-language instruction when requests to be taught in the French language are received from a specified number of students. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1981, there were in Ontario 293 elementary schools and thirty-three secondary schools in which French was the language of communication, administration, and instruction. In addition, there were thirty-two secondary schools that had a French-language instructional unit in which all or part of the curriculum was taught in French. Enrolment in French-language instructional units for the 1981-82 school year totalled 26 686 students at the secondary level and 67 576 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Strong efforts are also made to produce French-language versions of all ministry documents, especially in the area of curriculum.

In 1981-82 the ministry continued to encourage boards of education operating mixed secondary schools to review the programs available to their minority-language students. Such reviews have resulted not only in an expansion of course offerings for students enrolled in such settings, but also in the establishment of four new French-language secondary school entities, each with its own French-speaking principal and personnel. The ministry will maintain its review activities with respect to the mixed secondary schools that continue to exist, in keeping with the wishes of the local population.

The new Council for Franco-Ontarian Education, or Conseil de l'éducation franco-ontarienne, which was reorganized in 1980, was established as an external advisory body to the Minister of Education and Colleges and Universities. The council is composed of seven voting members, all non-public service. One of the members is the chairperson of the council. The Assistant Deputy Minister/Franco-Ontarian Education serves on the council as a non-voting member.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

Research

The Research Branch is responsible for planning and administering educational research, for developing evaluation systems, and for operating the Information Centre of the Ministry.

A continuing initiative of the branch in 1981 was the development of the Ontario Assessment Instrument Pool. Instruments dealing with history, geography, English, and French as a second language in the Intermediate Division and physics and geography in the Senior Division were published. This project will ultimately provide a wide variety of thoroughly tested instruments and methods of assessment that will improve the evaluation of both student achievement and the educational programs being offered throughout the province.

Priorities for educational research included studies dealing with early identification, microtechnology, special education, and physical education. Research on the learning of French as a second language focused on the implementation modes of instruction in schools. Research pertinent to the needs of the Francophone community consisted of the development of materials in special education, language development, and assessment instruments in français, anglais, and mathématiques.

The Information Centre provides an extensive range of information services to the ministry. The SERP component of ONTERIS (Ontario Educational Resources Information System) has recorded all submissions to the Secondary Education Review Project, as well as the SERP reports, and was used to facilitate the analysis of the submissions.

Management Information Systems

The role of the Management Information Systems Branch in the provision of key decision support throughout the two ministries is emphasized by its move to the Planning and Policy Analysis Division.

The concept of "information resource management" has been endorsed by the ministry and has resulted in the development and implementation of an information policy. Concurrent with this is the planning for the integration of the various information systems into an Education (Corporate) Information System. Such a system would serve the operational needs of the various program areas and would function as a decision-support tool for senior management and for accountability purposes.

The Statistical Information Services section continues to develop publications, reports, and analyses dealing with various quantitative aspects of our educational system. A number of ad hoc requests for information from members of the legislature, Statistics Canada, and the public are received, and information is provided on a regular basis.

During the year the Educational Computing Network of Ontario began operation. ECNO is a data-processing model that will enable school boards to avail themselves of centrally developed application systems in the areas of finance, student administration, personnel payroll, transportation, and guidance. In addition, the network is intended as the prime delivery vehicle for educational courseware. By the end of the year twelve school boards had acquired the necessary technology. It is hoped that community colleges, universities, and education-related agencies will take advantage of the contract negotiated with Digital Equipment of Canada Limited, thus benefiting from the compatibility and purchase discounts that such group acquisitions will bring about.

The branch concluded another successful year in the maintenance and development of approximately sixty diverse systems.

Communication Services
The Communication Services Branch plans and operates communications programs for all ministry activities. These programs are aimed at keeping the ministry's client groups – parents, students, educators, administrators, and the general public – aware of ministry programs and policies.

A staff of five information officers dealt with more than 30 000 members of the public during the year, answering their written or telephoned questions relating to Ontario's educational system. Branch staff also answered inquiries from members of the Legislative Press Gallery and other media representatives from across the province.

The Education and You program, a series of fact sheets that explain various aspects of education in Ontario, continued to prove extremely popular throughout the year. The fact sheets were again in high demand by educators for use at school open houses and parent-teacher meetings. The fact sheets, which are available in French and English, are also distributed through a network of more than 1700 stores and other outlets across the province. During the year more than 1 600 000 fact sheets were distributed.

During the year the branch staff staged exhibits at educational conferences, seminars, and workshops. A major display was staged by the ministry at the Canadian Education Association's annual convention in Saskatoon. This year the ministry will be hosting the CEA convention in Toronto.

The branch's print production unit, which is responsible for the design, editing, and printing of publications from all ministry branches, produced more than 120 documents during the year.

Learning Materials Development Plan and French-Language Fund
The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding for publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials in the English and French languages.

To date, many different types of learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, special education, Canadian studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, women's studies, Franco-Ontarian heritage, social studies, law, and mathematics.

Through the 1981 Learning Materials Development Plan competition some twenty-five projects were funded for the development of print and non-print materials for both English as a first language and French as a second language.

The French-Language Fund competition provided funding for about fifty-five projects, involving the production of original works as well as translations and adaptations for Ontario students enrolled in French-language schools.

Circular 14
Circular 14, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, showed a steady growth of new titles in both English and French during the year. In selecting textual materials for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

Book Purchase Plan
Under the Book Purchase Plan sample copies of Canadian books listed for the first time in *Circular 14* are made available to schools upon application. During 1981 schools and boards were provided with 296 433 copies of 219 titles under the plan.

Student Exchanges and Educational Trips
During the 1981-82 school year over 7000 Ontario students participated in exchange or travel programs designed to provide language and cultural enrichment. Three hundred and thirty-three Ontario students participated in international exchanges. One hundred secondary school students spent three months attending school in West Germany, and 75 studied in France. A further 108 students visited France under a short-term, two-way exchange program. A three-month exchange was arranged for 25 students in the French-speaking canton of Geneva, Switzerland. A pilot three-month exchange with Italy was arranged for 25 students. Under the terms of these exchanges the foreign students live in the homes of their Ontario partners and attend Ontario schools. The Ontario students then travel to their foreign partners' homes and attend the foreign schools.

A one-month German-language immersion course was offered to twenty-five Ontario secondary school students during the summer of 1981. The course was held in Kulmbach, Bavaria, with the last week spent in Berlin.

A three-month exchange with Quebec students was arranged for 117 Ontario students. A further 684 students participated in three- to five-day exchanges with Quebec students. Six hundred and forty students from French-language instructional units travelled to Quebec for short educational visits. Within Ontario arrangements were made for 341 students from French-language instructional units to participate in short-term exchanges between Ontario schools. In addition, over 5300 Ontario-Quebec student exchanges were arranged by the Bilingual Exchange Secretariat and Visites Interprovincial, now a merged, non-profit organization called the Society for Educational Visits and Exchanges in Canada (SEVEC). Partial funding assistance for these exchanges was provided by the Ontario Ministry of Education.

Educator Exchanges
Four educator exchanges were organized with France during the year. Under similar programs three Ontario teachers exchanged places with second-language teachers from Belgium, the Netherlands, and Bermuda. A pilot program between Ontario and New Zealand was also arranged.

Also during the year, forty-two Ontario teachers travelled to the United Kingdom and five Ontario teachers travelled to the United States under educator-exchange programs co-ordinated by the League for the Exchange of Commonwealth Teachers and the Department of Education of the United States. These programs are conducted annually.

There were thirty-six Australian teachers on exchange in Ontario during the year, with the same number of Ontario teachers in Australia. A superintendent of schools for one of the province's school boards also exchanged duties with an Australian counterpart.

During the year fifteen Ontario teachers exchanged teaching assignments with teachers from other provinces. At a time of declining enrolment, when promotion and mobility are restricted, intraprovincial exchanges for teachers and administrators are being encouraged by the Ontario Ministry of Education.

Ontario Student Leadership Centre
The Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills, again hosted courses in student leadership development, which ran from June to September. In 1982 there were nine courses in seven separate programs. All programs had full enrolment, and some received applications from more students than they could accept. More than 1450 students attended the centre. Programs are staffed by school board, university, and ministry personnel.

In addition to the ministry programs, many youth and adult groups used the centre during May, September, and October.

Ontario Young Travellers
Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, and Ontario Place – that make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. The Ontario Young Travellers program, under which such visits fall, is available to Grade 8, senior elementary, special education, and mixed Grades 7 and 8 classes, as well as for Grade 7 classes that are the last grade in an elementary school. The program provides financial assistance to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. The school must provide evidence that the visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision.

The ministry provides assistance with the transportation costs from the school to the provincial capital. Some assistance is also provided to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto.

During the year approximately 5100 students from Northern Ontario visited the provincial capital under the auspices of the Ontario Young Travellers program.

Project Canada
This national class-twinning program – initiated, financed, and administered by the Ministry of Education – is conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and the northern territories, and continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, Ontario students gain a broader understanding of the multicultural character of Canada. During the year 417 Ontario classes were twinned with classes from other provinces.

Ontario-Quebec Class Twinning Program
The Ontario-Quebec Class Twinning Program is a correspondence program that provides opportunities for students at the elementary, secondary, and college levels to exchange ideas and information with similar students in the other province. Participation in the program increases learning about another region and the people who live there and can foster friendships between students of different communities. During the 1981-82 school year approximately 1800 Ontario students participated in this program.

Summer Employment Programs for Students
The ministry's Experience Program in the area of summer employment for students is run in co-operation with the school boards. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs or preparation of educational kits. Applications are considered on the basis of merit and geographic distribution. In 1981, the ministry approved 272 projects. Through grants from the ministry (the funds for which come from the Ontario Youth Secretariat) school boards hired 1711 students to work on their projects. An additional 120 students were employed by the ministry under the program.

Official-Language Monitors Program
This program, co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State, is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language. Three hundred and nineteen students at seventeen Ontario universities and community colleges are being paid $3000 each to act as monitors in the schools of thirty-nine Ontario boards. The students usually work with small conversation groups.

Of the 319 students, approximately 295 are French-speaking post-secondary students from across Canada who work with English-speaking students studying French as a second language. Twenty-four of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

There are also ten full-time Francophone monitors in Ontario schools that are not close to a university centre. All are from Quebec. They work twenty-five hours a week with small groups of students: seven work under the direction of teachers of French as a second language, and three with the staff of French-language instructional units. Each monitor receives $6000.

Canadian Studies Seminars for Educators From Western Europe
Each summer the ministry organizes two-week seminars in Canadian studies for educators from Western Europe. These programs are offered in reciprocation for seminars that are open to Ontario educators in six European countries.

Candidates pay a nominal course fee; the ministry provides the staff and program organization; and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

Seminars in Europe for Ontario Educators
Twelve seminars in five Western European countries were open to Ontario educators. These programs, of two to four weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country, its education system, politics, economics, history, culture, and arts, and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers.

Interchange on Canadian Studies
The 1981 conference was held in Kingston during Education Week. It was co-sponsored by the Frontenac County Board of Education and the Ministry of Education, Ontario. Five hundred students from across Canada participated in the conference.

Education Week
The Special Projects Branch arranges for the hosting of Education Week. In 1981 Education Week was co-operatively hosted by Lakehead University, Confederation College, the Lakehead Board of Education, and the Lakehead District Roman Catholic Separate School Board. The opening ceremonies in Thunder Bay were attended by educators from the elementary, secondary, and post-secondary levels. "Celebrate Learning" was the theme of Education Week 1981, and the celebration was intended to apply to learners of all ages.

Details of the 1982 general legislative grants were released in February. Provincial grants to school boards for 1982 will total $2740.0 million, an increase of $268.7 million over the 1981 adjusted final allocation of $2471.3 million.

A new approach for funding special education programs and services was introduced in 1982. The special education weighting factor used in previous years was replaced by a fixed dollar amount per pupil, adjusted by the board's grant-weighting factor and then applied to the board's day-school average daily enrolment. The dollar amounts were $125 per pupil at the elementary level and $90 at the secondary level. The total additional amount for implementing the new initiatives arising from the recent provincial legislation respecting special education was $67 million in 1982.

The declining enrolment provision introduced in 1981 was continued in 1982, with the additional provision that the decline in enrolment experienced by a board between 1980 and 1981 was recognized for grant assistance in 1982 at 50 per cent of the 1981 level.

Changes to the funding of continuing education were introduced and became effective from September 1982. Funding was continued for heritage languages programs, driver education programs, credit courses, and adult basic education programs. In addition, a fixed dollar amount per day-school pupil (two dollars for each elementary pupil and six dollars for each secondary school pupil) was provided for 1982. Direct provincial funding for general interest courses was discontinued.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased.

The additional allowance to assist boards to replace technical and vocational equipment was continued.

Grants were improved for the teaching of French both as a first and as a second language.

The new funding mechanisms that were introduced in 1980 to encourage the provision of French-language education programs at the secondary level were continued for 1982.

The maximum ordinary expenditure per pupil recognized by the ministry for grant purposes was also increased. The ceiling for elementary school pupils was raised to $1972, up from $1730 in 1981. The ceiling for secondary school pupils was raised to $2718, up from $2403 in 1981. These basic grant ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and the geographical location of the boards.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

The priority for the capital funding of projects providing school accommodation in new housing developments continued. Funds were made available for emergency projects involving health, fire safety, roofing, and heating-equipment replacements. In 1982 grants were continued for projects to make school buildings more energy efficient. The Ministry of Energy also assisted in providing funding for school boards to convert their heating systems from oil to other fuels.

Regional Services Secretariat
The Regional Services Secretariat provides leadership in the development of implementation policies and in the development of assessment and evaluation policies. In addition, the secretariat provides liaison and administrative support services within the division. The secretariat is also responsible for the co-ordination of services related to school attendance, French-language consultative services, and the inspection of private schools.

Regional Offices
The ministry's six regional offices carry out their responsibility for the implementation of ministry policies by providing school systems with information and clarification on ministry policies and by collaborating with local educational authorities to ensure that these policies are carried out. Each office also conducts assessment and evaluation activities by monitoring and assessing the effectiveness of provincial policies in practice, by assisting school boards to develop various means of evaluating and improving programs, and by maintaining the ministry's awareness of school board activities and educational issues. The regional staff promotes policy development by making recommendations to initiate policy changes and by participating in policy-framing committees and task forces. In areas where the enrolment is too low to enable school boards to provide their own supervisory and consultative staff, the regional personnel provide direct services.

Four teams of seconded consultants provide French-language schools with direct consultative and development services. This program is completing a successful fourth year and will continue for another year.

In a very real sense the regional office staff are "the eyes and the ears" of the ministry, providing direct communication with the public and with the local school boards.

Provincial Schools
The Provincial Schools Branch operates residential education programs in schools for the blind and the deaf and provides appropriate educational opportunities in developmental centres schools for retarded, emotionally disturbed, or developmentally handicapped pupils, as well as for students enrolled in juvenile training schools. Residential schools serve as resource centres for local school boards establishing day-school programs for exceptional students. The branch also operates a teacher-education centre for teachers of the deaf, two demonstration schools for the learning-disabled, and regional schools for nursing assistants; as well, it provides correspondence education services at the elementary and secondary school level.

Schools for the Blind and the Deaf

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 228 students. The school program, which provides a high standard of education tailored to the needs of blind students, aims to prepare these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full range of courses at the secondary level. A teacher-training program for teachers of both the blind and the deaf/blind is provided at the school.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Strong efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. So that students can also continue to experience the benefits of a family setting, weekly transportation home is provided for most of them. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. It also offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf/blind students. The program serves the province of Ontario and also offers education for deaf/blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-six such students in the program.

The ministry operates three schools for the hearing-handicapped: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing-handicapped and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visitations and courses, and public information.

The Robarts School, with an enrolment of 92 residential and 62 day students, and the Ernest C. Drury School, with an enrolment of 115 residential and 225 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 241 residential and 88 day students, also makes provision for weekly trips home for more than half of its residential enrolment; however, since the school serves the distant northern areas of the province, it provides a seven-day-a-week residential program throughout the school year. Considerable effort is made to help the students from northern areas to visit their homes as often as possible.

All these schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options in addition to the specialized teaching and training unique to hearing impairment. The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended within the framework of *The Formative Years* and *Circular H.S.1* to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include vocational options at local high schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped, aphasic (at Belleville only), or emotionally disturbed. Ongoing liaison with adjacent health facilities – the Chedoke-McMaster Family Services Centre in Hamilton and the Children's Psychiatric Research Institute in London – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes compound handicaps.

Seventeen graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized university for the deaf in the world. Twelve provincial-school graduates entered other post-secondary programs. Twenty-eight graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certified teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-handicapped. Eighteen trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.

Developmental Centres Schools
There are currently some 1020 students in the twelve Developmental Centres Schools located in residential facilities operated by the Ministry of Community and Social Services. The students may be mentally retarded, developmentally handicapped, or emotionally disturbed. Many are multihandicapped. The prime goal of these schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he/she needs for participation in society. Regular evaluations help the staff in these schools to assess students' individual progress towards the fullest possible development of their potential. Case reviews are conducted cooperatively with local staff members of the Ministries of Education, Health, and/or Community and Social Services.

The programs provided are designed to encourage student participation in social and recreational activities in both the school and the community. The idea that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging. Communication skills, motor skills, and life skills are included in all of these programs.

Secondary school programs for emotionally disturbed students are offered in two schools. A number of schools have specially trained teachers working with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems.

Specially trained teachers are essential if the programs are to have positive results. Thus, the ministry encourages teachers in the Developmental Centres Schools to attend workshops, seminars, and courses in special education. Some schools provide in-service education in their own localities for their own teachers and teachers from local jurisdictions.

Training Schools
There are currently some 250 students in educational programs in four training schools operated by the Ministry of Community and Social Services. Since July 1977 the Ministry of Education has been operating the educational units in these facilities. Appropriate programs that meet the needs, interests, and abilities of the wards are provided through a staff of qualified teachers.

Demonstration Schools
Two demonstration schools for Ontario children with severe learning disabilities were opened in 1979. They were established to provide special residential educational programs for students between the ages of six and twenty-one years.

These schools, the Trillium School in Milton and the Centre Jules Léger in Ottawa, whose languages of instruction are English and French respectively, assist students enrolled in their programs to develop their abilities sufficiently to be able to return to local programs operated by school boards. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills.

The Trillium School is operated by the Ministry of Education and has an enrolment of forty students.

The Centre Jules Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the administration of the total program at the centre. The school's enrolment is currently thirty-seven.

An in-service teacher-education component is provided at each school for up to twelve persons per session; each session lasts five full days. Boards may claim reimbursement to a maximum of fifty dollars daily for the cost of each occasional teacher brought in to replace those teachers who attend the sessions. Both the Trillium School and the Centre Jules Léger assume these costs directly.

Correspondence Education
More than 80 000 Ontario residents participated during 1981-82 in the independent study program offered by correspondence education. Adults comprise approximately 85 per cent of those who have chosen this method of pursuing their studies. Some enrol for the purpose of completing their secondary education and earning a diploma; some seek educational upgrading or increased facility in English; some want to acquire vocational skills or to expand their knowledge of a subject that interests them; and still others choose to study for personal enjoyment and growth.

The remaining 15 per cent enrolled in correspondence education are children unable to attend school and day-school students who want to study courses not available to them at their secondary schools.

Applicants may select from a secondary school program of ninety-six English-language courses and fifty-three courses for those who speak French. In addition, elementary courses from Grade 1 to Grade 8 are available in both English and French. Students may select courses to match their abilities and interests; a wide range of subjects is available at levels of difficulty ranging from basic to advanced. The program is reviewed annually and modified to meet student needs.

A staff of 95 permanent employees develops the learning materials and maintains student and professional services. Over 750 associate teachers, working on a fee-for-service basis, evaluate student assignments and give tutorial assistance by correspondence. A counselling service, provided in English and French by interview, telephone, and correspondence, advises students on such matters as enrolment procedures, selection of appropriate courses, and requirements for diplomas. Counsellors also respond to requests for help in career planning and for information about educational opportunities.

Learning materials developed by the Correspondence Education Branch are available for purchase on a cost-recovery basis to school boards. This service is of value to those who plan curriculum and provides an opportunity for the local administration of independent-study programs.

The correspondence education calendar, published annually, provides information about the courses and services offered free to Ontario residents.

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

Ministry of Education Advisory Council on Special Education

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to specific needs in that field. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

Secondary Education Review Project

The Secondary Education Review Project, established in 1980, completed its work during the year. The project's steering committee issued a discussion paper in May, which garnered much response from parents, educators, students, administrators, and the general public across the province. In November the committee submitted its report, which contained ninety-eight recommendations. These recommendations have been under study by ministry staff since the submission of the report.

Ministerial Agencies and Commissions

The Languages of Instruction Commission of Ontario
The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The Provincial Schools Authority
The School Management Committee was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employed teachers. The decision to give provincially employed teachers the same bargaining rights as school-board-employed teachers has, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial Schools Authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreement.

Ontario Educational Services Corporation (OESC)
The OESC was established in the latter part of 1980. The goal of the corporation is to enhance Ontario's position in international business by making available the resources of the province's educational system to private-sector companies conducting business abroad. Mr. D.C. McGeachy of London, Ontario, was appointed chairman of the corporation's board.

The following agencies and commissions, which report through the Ministry of Education, have tabled their annual reports before this assembly: the Teachers' Superannuation Commission, the Education Relations Commission, and the Ontario Institute for Studies in Education.

Publications

This is a partial list of publications issued during the 1981-82 fiscal year.

Guidelines

- *Accountancy, Intermediate and Senior Divisions, 1978* (French)
- *Dramatic Arts, Intermediate and Senior Divisions, 1981* (English and French)
- *Mathematics, Intermediate Division, 1980* (French)
- *People of Native Ancestry, Senior Division, 1981* (English)
- *Science, Intermediate Division, 1978* (French)

Support Documents

- *Canadian-American Relations, History, Intermediate Division* (French)
- *The Canadian Military: Evolution of a Peacekeeper, History, Intermediate Division* (French)
- *Children With Learning Disabilities* (French)
- *Children With Moderate and Severe Intellectual Handicaps* (English)
- *Clothing and Shelter, P3* (English)
- *Clothing, Shelter, and Energy, J3* (French)
- *La communauté francophone de l'Ontario* (French only)
- *La Confédération canadienne* (French only)
- *Energy in Society: A Resource Guide for Teachers* (French)
- *Explorations et enracinements français en Ontario, 1610-1978* (French)
- *Food and Human Energy, J2* (French)
- *Le français en tout et par tous, Français, Cycle intermédiaire* (French only)
- *Geography, Resource List, Intermediate Division* (French)
- *Government and Law in Canada, History, Intermediate Division* (French)
- *Life in Upper Canada, History, Intermediate Division* (French)
- *Locality Studies, Geography, Intermediate Division* (English)
- *Music Is Special, Children Are Special* (English)
- *The Opening of the West, History, Intermediate Division* (French)
- *Spelling: A Communication Skill* (English)
- *Supplement to "Physical and Health Education, Senior Division, 1975"* (English and French)
- *Teaching Core Content and Skills of the Canada Course in Basic Level Programs, Geography, Intermediate Division* (French)
- *The United Empire Loyalists and the American Revolution, History, Intermediate Division* (French)
- *Water and Energy J1* (French)
- *We Really Care About Water and Air!, P1* (French)
- *What Is Energy?, J5* (English)
- *Work and Employability Skills Program, Senior Division, 1982* (English)

Others

- *After 8?, 1982* (English and French)
- *Circular 14, 1982* (bilingual)
- *Circular 14A, 1981* (bilingual)
- *Circular 14B, 1981* (bilingual)
- *Correspondence Education, 1981/82* (calendar, bilingual)
- *Directory of Education, 1981/1982* (bilingual)
- *Directory of School Boards, 1981* (bilingual)
- *Education Ontario* (quarterly tabloid, English and French)
- *Education: Report of the Minister of Education, 1980-81* (English and French)
- *Education Statistics, Ontario, 1980* (English only)

- *French-Language Fund, 1981* (bilingual)
- *Learning Materials Development Plan, 1981* (English only)
- *Lighting for Education* (English)
- *The Ontario Assessment Instrument Pool: A General Introduction* (French)
- *Ontario Elementary and Secondary School Enrolment Projections, 1981-1990* (bilingual)
- *Race, Religion, and Culture in Ontario School Materials* (French)
- *Report: Secondary Education Review Project* (tabloid, English and French)